





















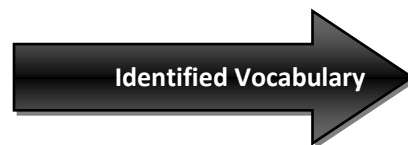


Grade 4 – Weeks 25-30

Standards		Lessons	Teacher Notes
Learning Targets for each Key Standard reflect the benchmark that students must learn during that grading period.			
<b>4.OA.3 - Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</b> <b>Learning Target:</b> I can solve multi-step word problems with whole numbers using the four operations and explain the meaning of remainders when appropriate. I can represent a multi-step word problem with whole numbers using an equation with a letter for an unknown quantity. I can check the reasonableness of my answers to multi-step word problems by using mental math and estimation strategies.	 2	<b>To address the KCAS Standards, the following should be included in instruction:</b> <b>Math Investigations:</b> <b>Unit 8</b> <ul style="list-style-type: none"> <li>1.1-1.5</li> <li>2.1-2.4</li> <li>2.4A-2.5</li> <li>3.1-3.5</li> <li>3.5A-3.6</li> </ul>	<b>KCAS Note 4.OA.3:</b> Require students to write an equation with a letter for the unknown quantity prior to solving each problem.  <div style="text-align: center;"><u><b>Unit Planning</b></u></div>
<b>4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</b> <b>Learning Target:</b> I can create a number pattern that follows a given rule. I can create a shape pattern that follows a given rule. I can identify features of patterns that are not stated in the rule itself.	  1	<div style="text-align: center;"><b>GAP LESSONS</b></div> <b>4.OA.5</b> <a href="#">High Temperature Patterns that Grow</a> <a href="#">Developing Algebraic Thinking Using Manipulatives</a>	
 <b>4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</b> <b>Learning Target:</b>  I can fluently add and subtract multi-digit whole numbers using my strategies.	 2	<b>Ten Minute Math</b> <ul style="list-style-type: none"> <li>✓ Counting Around the Class</li> <li>✓ Closest Estimate</li> </ul>	
 <b>4.NBT.5 - Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</b> <b>Learning Target:</b>  I can multiply a number with up to 4 digits by a 1-digit number using my strategies.  I can multiply two 2-digit numbers using my strategies.  I can illustrate and explain multiplication calculations using equations, rectangular arrays and/or area models.	 2	<b>Unit 4</b> <ul style="list-style-type: none"> <li>1.1-1.3</li> <li>1.4 (1A and 1C only)</li> <li>4.1</li> <li>4.4</li> <li>4.5</li> <li>4.7</li> </ul> <div style="text-align: center;"><b>GAP LESSONS</b></div> <b>4.MD.1</b> <a href="#">Conversion Cards Measurements</a>	
 <b>4.NBT.6 - Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</b>	 2	<b>4.MD.3</b> <a href="#">Figuring Areas Candy Bar Measurements</a>	

## Grade 4 – Weeks 25-30

<p><b>Learning Target:</b></p> <p> I can find the whole number quotient of a division problem with up to four-digit dividends and one-digit divisors using my strategies.</p> <p> I can illustrate and explain division calculations using equations, rectangular arrays, and/or area models.</p>		<p><b>Ten Minute Math</b></p> <p>✓ Today's Number</p>		
<p><b>4.MD.1 Know relative sizes of measurement units within one system of units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table.</b></p> <p><b>Learning Target:</b></p> <p> I can describe the relationship between sizes of measurement units in the same measurement system.</p> <p> I can convert measurements to units within the same measurement system.</p> <p> I can record equivalent measurements in a two-column table.</p>		<p><b>Recommended Assessments</b></p>	<p><b>KCAS Note 4.MD.1:</b> Units include: length (km, m, cm); mass (kg, g); weight (lb, oz); liquid volume (L, mL); time (hr, min, sec)</p>	
		U8 Session 1.5		4.OA.3
		U8 Session 2.2		4.OA.3
		U8 Session 3.2		4.OA.3
		U8 Session 3.5		4.OA.3
		U8 Session 3.2		4.OA.5
		U8 Session 3.4		4.OA.5
		U8 Session 1.1		4.NBT.5
		U8 Session 1.2		4.NBT.5
		U8 Session 1.4		4.NBT.5
		U8 Session 1.5		4.NBT.5
		U8 EOU		4.NBT.5
		U8 Session 2.5		4.NBT.6
		U8 Session 3.1		4.NBT.6
<p><b>4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</b></p> <p><b>Learning Target:</b> I can use the four operations to solve word problems involving money with whole numbers, fractions, and decimals.</p>		U4 Session 1.2	4.MD.1	<p><b>KCAS Note 4.MD.2:</b> In Unit 2, we learned to represent data in many ways. In this unit, we are solving problems using the information learned from that data.</p>
		U4 Session 1.3	4.MD.1	
		U4 Session 4.5	4.MD.3	
		U4 Session 4.6	4.MD.3	
		FA Opportunity	4.NBT.4	
		FA Opportunity	4.MD.2	
<p><b>4.MD.3 - Apply the area and perimeter formulas for rectangles in real world and mathematical problems.</b></p> <p><b>Learning Target:</b> I can use a formula to find the perimeter of a rectangle in real world and mathematical problems.</p> <p>I can use a formula to find the area of a rectangle in real world and mathematical problems.</p>				<p><b>KCAS Note 4.MD.3:</b> In Unit 4, teacher must be intentional about teaching the concept of area and perimeter using the formulas. Students are required to only find the area and perimeter of rectangles.</p>



Vocabulary: reasonableness, estimation, rounding, number pattern, shape pattern, multiply, strategies, rectangular arrays, area model, quotient, remainder, distance, time intervals, liquid volume, mass, kilometer (km), meter (m), centimeter (cm), kilogram (kg), gram (g), liter (L), milliliter (mL), inch (in), foot (ft), yard (yd), mile (mi), ounce (oz), pound (lb), cup (c), pint (pt), (qt), gallon (gal), time, hour, minute, second, area, perimeter, formula, area, perimeter

[www.amathsdictionaryforkids.com](http://www.amathsdictionaryforkids.com)

<http://coedpages.uncc.edu/abpolly/math/core/core-vocab.pdf>

**Measurement and Data Domain and Geometry standards are not assessed on the district MDA/MPA because the district assessments focus on the Number Domain.**

**Operations and Algebraic Thinking – OA – is assessed on the district MDA/MPA.**

#### **Standards addressed through Ten Minute Math:**

##### Counting Around the Class

- **4.OA.5** Teachers should tailor questioning to the learning targets regarding rules of a pattern.

##### Closest Estimate

- **4.NBT.4** Teachers should intentionally ask questions about students' use of different strategies.

##### Today's Number

- **4.NBT.4** In order to formally assess individual students, create an exit slip, use a number mat, or have students record their equations in a math journal. They should use the standard algorithm.

